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ABSTRACT

This report is derived from a community forum held in Scottsbluff (Nebraska) on April 28-29, 1993, by the Nebraska Advisory Committee to the United States Commission on Civil Rights. Views on race relations in selected areas of western Nebraska were expressed by concerned citizens; community leaders; government officials (federal, state, and local); educators; law enforcement officials; and persons from the business community. They reported that steps were being taken to improve race relations in western Nebraska, but that these were insufficient. Main sections of the report address the following: (1) background information on the area and its population, minority groups, and poverty; (2) race relations in general, especially pertaining to Hispanics and Native Americans; (3) reported harassment and racism in the public schools, minority dropout rates, lack of minority group teachers, teacher insensitivity, multicultural and outreach activities, and minority student recruitment at Western Nebraska Community College; (4) procedures for filing complaints of housing discrimination with the Office of Fair Housing and Equal Opportunity; and (5) relationships between local law enforcement agencies and Native Americans and Hispanics. Appendices include newspaper articles about Native American protests of police action and the results of Chadron School District's survey of existing multicultural education. (RAH)

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Race Relations in Western Nebraska

Nebraska Advisory Committee to the U.S. Commission on Civil Rights

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December 1994

A report of the Nebraska Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. This report will be considered by the Commission and the Commission will make public its reaction.

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Race Relations in Western Nebraska

Nebraska Advisory Committee to the U.S. Commission on Civil Rights

December 1994

A report of the Nebraska Advisory Committee to the United States Commission on Civil Rights prepared for the information and consideration of the Commission. This report will be considered by the Commission and the Commission will make public its reaction.

Letter of Transmittal

Nebraska Advisory Committee to the
U.S. Commission on Civil Rights

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The Nebraska Advisory Committee submits this summary report, *Race Relations in Western Nebraska,* to you for your consideration. By a vote of 11 to 0, the Advisory Committee approved submission of this report.

The report stems from a community forum held by the Advisory Committee on April 28-29, 1993, in Scottsbluff, Nebraska, to obtain views on race relations in selected areas of western Nebraska. The Advisory Committee heard from concerned citizens, community leaders, Federal, State, and local government officials, educators, law enforcement officials, and persons from the business community.

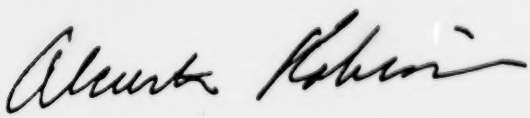
It was reported to the Advisory Committee that steps are being taken to improve race relations in western Nebraska, but there are those who believe that these steps are not enough.

It was pointed out by the acting director of the Nebraska Mexican American Commission that housing discrimination was the agency's number one priority. The acting director indicated an interest in having the agency reopen an office in western Nebraska to provide advocacy services for persons in that area. The chair of the Nebraska Commission on Indian Affairs also indicated that the agency should have an office in western Nebraska to provide information and advocacy services.

Educators discussed programs that were implemented to be more responsive to minority students. Some community representatives discussed their concerns over the high dropout rate for Hispanic students and the lack of Hispanic instructors in public schools in Scottsbluff. It was stated by one participant that the Hispanic community must do its part to ensure that children attend school. It was proposed that a task force be created, composed of community representatives, educators, and business leaders to come up with a solution to reduce the dropout rate. Further, it was recommended that with the shortage of Hispanic teachers, scholarships for local Hispanics who are interested in teaching should be created so that they will come back to the community to be involved in the education system.

The Advisory Committee is hopeful that race relations will continue to improve in western Nebraska. It believes that continued dialogue is the key to progress.

Respectfully,



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Acknowledgments

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Introduction

Background

On April 3, 1992, the Nebraska Advisory Committee met in Lincoln to discuss project activities. After much discussion the Advisory Committee decided to focus its attention on civil rights activities in western Nebraska. The Advisory Committee directed staff of the Commission's Central Regional Office to gather background information in preparation for a community forum to be held in Scottsbluff.[1]

The Advisory Committee invited representatives of Federal, State, and local governments, community leaders, and representatives of community organizations to provide an overview of civil rights issues in western Nebraska at a forum held on April 28–29, 1993.

Population

Western Nebraska cities that have a substantial minority group population include Scottsbluff, Alliance, Chadron, and Gordon. A brief profile of the cities is shown in table 1.

Nebraska's Hispanic population grew 31.9 percent (from 28,025 to 36,969) between 1980 and 1990 and today is 2.3 percent of the State's population of 1,578,385. After whites and blacks, Hispanics are the third largest population group. Hispanics are over 10 percent of the population in rural places like Scottsbluff (19.8), McGrew (19.2), Mitchell (17.4), Bayard (15.1), Gering (11.9), Bridgeport (10.6), Lyman (43.6), Terrytown (29.9) and Cushings (20.0).[2]

According to 1990 census figures, American Indians represent 1.6 percent of the population in Scotts Bluff County. There are 12,410 American Indians, Eskimos, or Aleuts in the State of Nebraska.[3]

TABLE 1
Profile of Minority Group Population in Selected Cities in Western Nebraska

City	Total population	White	Black	Amer. Indian	Asian	Hispanic
Scottsbluff	36,025	32,822	70	662	180	5,237
Alliance	13,130	12,501	49	302	57	722
Chadron	9,021	8,492	55	355	75	142
Gordon	6,750	6,200	3	524	16	68

Source: U.S. Census Bureau, 1990 Census of Population and Housing Characteristics, Nebraska.

1 Nebraska Advisory Committee to the U.S. Commission on Civil Rights Meeting Minutes, Apr. 3, 1992.

2 Midwest-Northeast Voter Registration Education Project, May 1991, Chicago.

3 Ibid.

Historical Western Nebraska

Western Nebraska was mostly a wilderness some 150 to 200 years ago. Rivers born of the snows in the Rocky Mountains stretched across the plains to the east. One, the Platte River, became the main route for western expansion. Pioneers in search of land, gold, and religious freedom all followed the Great Platte River Road. It was better known as the Oregon, Mormon, and California Trails. Later, the Pony Express, the first transcontinental telegraph line, and the first transcontinental railroad also followed the river road. Today, highways have replaced the "wagon-ruts," but nevertheless, the Platte River is probably the most influential single factor in the development of western Nebraska, past and present.[4]

For thousands of years ancient man inhabited the land of western Nebraska. There is archaeological evidence which indicates that Asiatic wanderers who ranged the area 10,000 years ago were the ancestors of the American Indians living in this region when the first white man came.[5] The Sioux and Cheyenne tribes came to western Nebraska in the 1770s from the Great Lake area. They were hunters who followed the migrating buffalo herds that grazed on the abundance of short stem grasses. The first white man known to have been through the area was Robert Stuart, with some Astorion fur traders from the Columbia River in Oregon. They traveled from west to east, journeying to St. Louis in 1812–1813. They descended the continental divide via the Sweetwater and North Platte Rivers to winter in present-day Henry, Nebraska. Their journey blazed the route destined to become the Oregon Trail.[6]

More than a quarter million travelers during a 20-year span of time proved the western terrain, climate, and Indians posed no insurmountable obstacle to travel. When the Indians became sensitive to the hordes of invaders, a general treaty council to ensure safety of travel over the Oregon Trail was held in September 1851 near Lyman, Nebraska. The largest gathering of Plains tribes ever assembled, some 10,000 Indians met with Indian agent Thomas Fitzpatrick and the superintendent of Indian affairs, David D. Mitchell. The treaty established tribal boundaries, specified peaceful relations among tribes, and authorized the laying out of roads and the construction of military posts in Indian territory.[7]

As the German-Russians immigrants moved to western Nebraska and prospered, there was a need for an additional source of labor to work in the beet fields. Restrictions on the importation of Mexican workers were lifted by the Federal Government. In 1917 the Great Western Sugar Company encouraged Mexican nationals to work in the beet fields.[8] The rapid increase in Mexican immigration gave rise to new, distinct, social and economic problems. After the harvest, many Mexicans returned to Mexico. Those who stayed in the North Platte Valley did not assimilate into the communities readily because of social prejudice. Mexicans found it difficult to leave farms and to move up the economic ladder. Their difficulty in understanding English led to some exploitation by the local merchants and farmers. Sometimes Mexicans were charged double for purchases of food and clothing. The number of beet acres worked was sometimes falsely represented or growers failed to honor

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4 *Western Nebraska*, official publication of the Western Nebraska United Chamber of Commerce, Grand Island, NE, 1992.

5 Jane Barbour, Ramsey, *The Bluff Called MA-A-PA-TE*, Meadow Circle Publication, Estes Park, 1990.

6 Ibid.

7 Ibid.

8 Ibid.

their signed contracts with the Mexican laborers, thus paying them lower wages for their work.[9]

In 1920, when the head tax and literacy requirements were lifted by the U.S. Government, the Great Western Sugar Company became a more active recruiter of Mexican labor in south Texas. Labor trains brought the workers north to Denver and, eventually, a labor camp was established at Fort Lupton to house and feed Mexican laborers before their move to Nebraska worksites. This labor recruitment met with competitors from Texas growers who were determined to retain the Mexican laborers to work in the cotton fields.

In 1965 the labor policy changed. No more Mexican nationals could be hired. Great Western began to contract Mexican Americans living in Texas for work in the beet fields, and as many as 6,000 laborers were hired. Today, some Texas migrant workers still come to the valley to harvest the beets. However, since 1950 mechanization has increased and the majority of acres are now thinned by machine.[10]

Population Profile and Poverty in Western Nebraska

John Allen, a rural sociologist at the University of Nebraska-Lincoln, spoke to the Advisory Committee regarding the composition of the population in western Nebraska and its relationship to the poverty level. He said that the 1990 census data classified a family of four as living in poverty if its income fell below $12,067 per year.[11]

Dr. Allen noted that in the United States there was a 53 percent increase in the number of persons of Hispanic origin from 1980 to 1990 (see table 1). From 1980 to 1990, table 2 shows an increase of 27.7 percent for the American Indian, Eskimo and Aleut population in the United States. In Nebraska, during the same period of time, the increase was 35.3 percent for the American Indian, Eskimo and the Aleut population and 30.8 percent for the Hispanic population.[12]

Dr. Allen further stated:

> When we examine the demographic composition of the white population between 1980-1990 at the national level, there was a 5.6 percent increase in the number of people identified as white; yet in Nebraska, there was a decrease of 1.1 percent. So while the Hispanic population grew by 8,070 people and the American Indian, Eskimo and Aleut population grew by 3,057, the white population declined by 16,615 people statewide between 1980 and 1990.[13]

In an examination of the population by specific counties within the western Nebraska region, Dr. Allen noted:

> Scotts Bluff County has the highest percentage of Hispanic members: 14.5 percent of the population of Scotts Bluff County were identified as Hispanic in 1990, while Sheridan County had only 1.0 percent of its population identified as Hispanic. On the other hand, the Native American population made up 7.3 percent of the population in Sheridan County while in Garden County no Native Americans were reported in the 1990 census (see table 2).

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9 Ibid.

10 Ibid.

11 Nebraska Advisory Committee to the U.S. Commission on Civil Rights, *Community Forum on Race Relations in Western Nebraska*, Scottsbluff, NE, Apr. 28–29, 1994, vol. 1, p. 7 (hereafter cited as *Transcript*).

12 John Allen, Ph.D., *Profile of Minority Populations in the Panhandle Areas of Northwestern Nebraska*, presented to the U.S. Commission on Civil Rights, Factfinding Meeting on Race Relations in Western Nebraska, Apr. 28, 1993 (hereafter cited as *Allen Paper*).

13 Ibid., p. 2; see also table 1.

TABLE 2
Percent of Population by Ethnicity, Poverty, and Selected Nebraska Counties

Area	% Whites (non-Hispanic)	% Hispanic origin	% Native American	% Below poverty level
Nebraska	92.5	2.3	0.7	11.1
Banner	97.3	2.2	0.4	21.8
Box Butte	91.6	5.5	2.1	11.7
Cheyenne	95.7	3.3	0.7	10.2
Dawes	93.2	1.6	0.7	22.3
Dewel	94.7	4.6	0.4	12.2
Garden	99.4	0.6	0.0	15.1
Kimball	96.1	3.6	0.2	11.5
Morril	91.3	8.0	0.5	14.8
Scotts Bluff	83.1	14.5	1.6	15.5
Sheridan	91.4	1.0	7.3	18.1
Sioux	96.9	2.8	0.1	16.4

Source: U.S. Census Bureau 1990; compiled by Dr. John Allen.

Poverty among residents was also analyzed and indicates Dawes County had 22.3 percent of its population living below the poverty level (see table 2). In 1989, the year for which poverty was measured by the decennial census, a family of four was classified as living in poverty if their income fell below $12,067. This compares with a Nebraska State average of 11.1 percent.

Regression analysis can be used to examine the relationship between ethnicity and poverty. In the western Nebraska region of the State, there is not a relationship between living in poverty and being Hispanic. Although the findings are not statistically significant, the correlations do indicate a negative relationship exists between Hispanic and living below the poverty level. In regard to the Native American population, there is a positive relationship between living below the poverty level and being identified as Native American within the western Nebraska region (see table 3). It should be noted that these relationships are weak and that the possibility of the findings being due to error exists.[14]

In conclusion Dr. Allen said:

As these findings indicate, the population of Hispanics is growing in the western Nebraska region of the State. There is not a relationship between being Hispanic and living below the poverty level. Although not statistically significant, this analysis indicates that a slight relationship may exist between being a Native American and having an income below the poverty level.[15]

14 Ibid., p. 3; see also tables 2 and 3.

15 Ibid., p. 4.

TABLE 3
Regression Analysis of Ethnicity by Poverty

	Correlations			
	White	**Hispanic**	**Native Amer.**	**Poverty**
White	1.000	-0.838	-0.348	-0.020
Hispanic	-0.838	1.000	-0.213	-0.241
Native Amer.	-0.348	-0.213	1.000	0.409
Poverty	-0.020	-0.241	0.409	1.000

Adjusted R Square -.03886.
Analysis done by Dr. John Allen.

General Race Relations

Steve Janis, a paralegal for Western Nebraska Legal Services, provided the Advisory Committee some insight as to the state of race relations in the area. He said that over the years there have been numerous incidents of alleged mistreatment of American Indians by police authorities in the Panhandle.[1] In general, Mr. Janis noted a dual standard of justice not only in police-community relations but in housing discrimination, the lack of health programs, and the lack of education programs.[2]

Connie Stairs of Alliance, Nebraska, and a member of the American Indian Council, Inc., also provided the Advisory Committee with some general comments regarding race relations. She said:

> I sat for a couple of nights trying to write everything that's been going on in Alliance, and living in this part of the country for 40 years. . . . I know there's prejudice and I see it every day. . . . I'm here because I'm a mother. I have seven children that I'm raising, [and] they are going through the same thing that I went through when I was in school. I didn't get to finish school because I was fighting the white kids all the time. You know, being called dirty names, "squaw," you know. That was one reason why I quit school, and that's why I'm here now because of the prejudice that we do have in Alliance.[3]

In concluding her remarks on the general race relations, Ms. Stairs said:

> In Alliance you see it [prejudice] everywhere. You go into a store in Alliance, they see you walk in, the first thing they do is start watching you. They have somebody follow you to make sure you're not going to steal. These are the things that go on.[4]

Susan Esparza, executive director of the Native American Center in Chadron, Nebraska, told the Advisory Committee that even today American Indians are called "squaw" or told, "Dirty Indian, go back to your tepees." She related several alleged incidents of police abuse of authority of American Indian children and persons in homeless shelters. Ms. Esparza concluded by stating, "The treatment of our people is unfair. It is blind justice."[5]

Cecilia Huerta, the acting director of the Nebraska Mexican American Commission, reported that the commission is charged with the responsibility of collecting facts and statistics and making special studies of conditions and problems affecting the general welfare of Hispanics in the State.[6] She noted that:

> In 1985—prior to 1985, the Commission had an office here in western Nebraska. During the Kerry administration the State experienced a budget crisis and the office in Scottsbluff was closed, along with the office in Lincoln. It was reopened, in Lincoln only, in 1986 and with a staff of one, and we now have a staff of three. Anytime the State of Nebraska has a budget crunch, the commissions, the advocacy commissions are challenged to justify

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1 Nebraska Advisory Committee to the U.S. Commission on Civil Rights, *Community Forum on Race Relations in Western Nebraska*, Scottsbluff, NE, Apr. 28–29, 1994, vol. 1, pp. 56–60 (hereafter cited as *Transcript*).

2 Ibid., p. 54.

3 Ibid., pp. 74–75.

4 Ibid., p. 81.

5 Ibid., p. 92.

6 Ibid., pp. 99–100.

their existence. This year again the Commission on the Status of Women, the Mexican American Commission, and the Commission on Indian Affairs has had to appear before the Nebraska legislative appropriations committee to justify their existence. And so far this year we have done that.[7]

Ms. Huerta told the Advisory Committee that the Commission has sponsored educational seminars on civil wages, wages equity, employment discrimination, and parental involvement in the education system.[8] She said that the commission was:

> Instrumental in assisting the community of Lexington to contract with the U.S. Department of Justice and have someone come out and do community relations work, and that was after a Hispanic young man was shot and killed by police officers in the Gothenberg area. That case want before a grand jury and the two police officers were exonerated of any wrongdoing in that case.[9]

Ms. Huerta also reported:

> Things that have come to the attention of the Mexican American Commission from this particular area in the areas of housing, housing discrimination, police brutality, employer discrimination, and an issue of speaking Spanish on the job—whether or not one employee can speak Spanish to another employee on the job and whether or not the employer has the right to go ahead and indicate that there is no Spanish to be spoken on the job at all.
>
> We have also encountered differences in sentencing trends. Differences in violations and how those violations are taken care of. Further, health care seems to be an issue. Inadequate health care or nonavailability of health care and insurance care. Also nonavailability of emergency room services to migrant workers. Inadequate translations within the court system seems to be a problem. There is also a problem, a couple of instances of harassment and brutality, inequity of sentencing in the Alliance area also.
>
> I also was raised in this area. [I] was gone from this are[a] for a while and then returned for a short time of about 10 years. During the time that I returned, I could see that the racism and discrimination had not been overcome. Migrants and Hispanic people who are not of high income are treated poorly and looked upon as a low class type of people. The European American people here are very judgmental, using racial slurs and equating that everyone must have the behavioral standard that they equate as the norm. Things have not changed over the years, and I believe that there is a community relations and a sensitivity training that needs to be conducted in this area.[10]

Ms. Huerta was questioned by the Advisory Committee as to the prospect of reopening a commission office in western Nebraska and as to the effectiveness of the former office. She indicated that by not having a commission office in this portion of the State, persons feel that their issues have been forgotten. When the commission had an office in the area, "there were issues that were being dealt with and there was some progress."[11] Ms. Huerta was not very optimistic about reopening a commission office in Scottsbluff.[12]

When asked to prioritize problems faced by Hispanics in western Nebraska, Ms. Huerta said that the number one priority is housing discrimination. This was followed by the lack of health care, employment, and education. She also indicated to the Advisory Committee that if her agency were not facing budget

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7 Ibid., pp. 101–02.

8 Ibid., p. 102.

9 Ibid., p. 103.

10 Ibid., pp. 102–03.

11 Ibid., p. 106.

12 Ibid., p. 107.

restrictions, she would recommend reopening an office in western Nebraska to assist when problems arise.[13] Ms. Huerta added:

> To do an adequate job in representing the people of this area, I believe we would need to have a representative in the north Lexington area and also in the Scottsbluff area. The Scottsbluff area would cover Chadron and Alliance. Lexington would cover North Platte, McCook, and Holdridge.[14]

Reaves Nahwooks, chair of the Nebraska Commission on Indian Affairs, shared his concerns on the state of race relations in western Nebraska with the Advisory Committee. He said that in the past the commission has advocated for an office in western Nebraska to provide assistance in regard to discriminatory practices.[15] Mr. Nahwooks said:

> So many of the tensions that we've dealt with resulted from deaths which have occurred causing conflict among the Native American Indian citizens and others in their different communities. In those cases, we have tried to work to bring about some understanding to all citizens.[16]

To deal with the question of race relations Mr. Nahwooks said that the Indian affairs commission has developed a 5-year plan to include health problems, education, employment, Indian civil and human rights, economic development, and the structure of the commission.[17]

Mayor Donald Overman of Scottsbluff told the Advisory Committee:

> Through the years, I've really had very little indication that we have great problems. Certainly we have about 20 percent Hispanic population here. They've been here for as long as most everybody else has been here. We have about one-half of 1 percent Native Americans. And, overall, I think the relationship between those parts of our community and the other parts of our community, in general, is quite good. Certainly you will hear some problems, because everybody has problems. But overall, I think we get along very well together, and that's certainly always been my analysis and it's been my goal in that if we have problems we need to address those problems and try to solve them, for the best interest of everybody that lives together.[18]

Steve Sexton, superintendent of the Chadron School District, told the Advisory Committee that race relations in his community is moving in a positive direction. He added:

> And I also know that perceptions differ. There are individuals who believe that you can change perceptions overnight, and we found that quick fixes don't work. We believe that our best shot at making things better is to work with little kids that become big kids, and not to give up on the big kids. . . . But my feeling is that since the mid-seventies and perhaps even early eighties that things are moving in a positive direction.[19]

Alan Mullen, assistant city manager of Scottsbluff, told the Advisory Committee that, in reference to race relations in Scottsbluff:

> Like anywhere, there's discrimination here, there's bias here. But in my opinion, it's no greater here than I've seen in any of the other places that I've lived. And, you know, bias is an unfortunate fact, unfortunately. I think in that regard someone

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13 Ibid., p. 110.

14 Ibid., p. 112.

15 Ibid., p. 285.

16 Ibid., p. 286.

17 Ibid., pp. 290–91.

18 Ibid., pp. 146–47.

19 Ibid., p. 255; see also comments of Ronald Sylvester, *Transcript*, pp. 272–73.

coming to Scottsbluff is not going to see something dramatically different than they are going to se. in other places.[20]

Hod Kosman, president of the FirsTier Bank in Scottsbluff and Gering, noted some community programs that his institution is involved in. He said:

And as a prominent financial institution in the area I believe that we must be a leader in developing products and programs that serve our entire community, and that we must take the lead in supporting economic development, education, and housing initiatives.[21]

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20 Ibid., pp. 479–80.

21 Ibid., pp. 484–85.

Education

During its 2-day community forum, the Advisory Committee heard allegations that some of the personnel in some of the public schools in western Nebraska were insensitive to American Indians and Hispanics. School administrators and teachers did not punish white children who used insensitive language in describing minorities. Connie Stairs told the Advisory Committee that her school-aged children, ". . . . are going through the same thing that I went through when I was in school."[1]

Susan Esparza, executive director of the Native American Center in Chadron, said:

> I'm here on behalf of the Native American children that are in Dawes County school system. Our children are being harassed, degraded in every way. There is a lot of racism, discrimination against our children. We had a count of 120 Native American children, which has now dropped to about 69 in the school system, because of this. They were constantly being called names, "Dirty Indian," "Cannibal Indians," "Go back where you came from. Your kind is not wanted here."[2]

Ms. Esparza reported an incident to the Advisory Committee whereby a young American Indian girl in the seventh grade was told that the reason Crazy Horse Malt Liquor was named so was because American Indians are drunks. The matter was taken up with a school official but to no avail.[3] She added:

> They want an education without being called names. "You Indian people, all you have is commodities." I believe that the school systems need to be educated. It's the schools that need to be educated. Teachers need to learn the culture. They need to go through sensitivity training, and I feel that they should be investigated. This needs to be investigated because our children are suffering. And I asked the parents to give me statements that I can present tonight and these parents told me that they were afraid to. They were afraid of retaliation from the schools; they were afraid of retaliation from the police; they were afraid that when things got back that they would be harassed; they would be cut off of any services that they receive, so I told them I would still come and speak in behalf of the Native Americans in Dawes County.[4]

Ms. Esparza was asked whether or not parents have addressed their concerns of different incidents of discrimination to the local school district. Specifically she was queried: "Is there a complaint system within the local school district?"[5] Ms. Esparza responded:

> Well, usually is [a complaint] just runs from the student to the principal and then the principal looks into it, and then if nothing is done then the parent takes it to the superintendent. From the superintendent, it goes to the school board.[6]

However, Ms. Esparza did not know if any parents had filed complaints with the local school board.[7]

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1 Nebraska Advisory Committee to the U.S. Commission on Civil Rights, *Community Forum on Race Relations in Western Nebraska*, Scottsbluff, Nebraska, Apr. 28–29, 1993, p. 75 (hereafter cited as *Transcript*).

2 Ibid., p. 87.

3 Ibid., p. 88.

4 Ibid., p. 89.

5 Ibid., p. 97.

6 Ibid.

Cecilia Huerta, the acting director of the Nebraska Mexican American Commission, shared her concerns about the Scottsbluff school district. She said:

The dropout rate in Scottsbluff is higher than in any other part of the State. There are more Hispanics. A lot of justification is given to why the dropout rate is so high; that migrants coming through for only a short time are counted in that, and there's controversy as to whether or not they should be counted as dropouts or as just leave outs. And most of all the dropout problem, there's discrimination. There is a lack of counseling for Hispanics. Hispanics were not allowed to participate in sports programs the way that other European and American descendent children are allowed to. . . .[8]

Raymond Gonzalez, of Scottsbluff and a member of the governing board of Western Nebraska Community College, spoke to the Advisory Committee about Hispanic dropouts and the lack of Hispanic instructors in public schools in Scottsbluff. Although he did not present dropout statistics to the Advisory Committee, Mr. Gonzalez was concerned about how dropouts were defined by the school district. He said that:

. . . . as was explained to me, you may have a student that starts the academic year and drops out midway through the year or drops out in the first semester but re-enters in the second semester. It was explained that those figures are taken by academic year so that a student may be back in school in the second semester but still considered a dropout. And then you get into the figures, the interpretation of figures. Is it from 7th grade to 12th grade? Is it from 9th grade to 12th grade?[9]

Mr. Gonzalez noted that there is enough data on the dropout problem, but that public school officials need to take stronger action to deal with the issue. He added:

. . . . the Hispanic community must be held accountable as well. They must do their part to ensure that children attend school and that their opinions and their concerns are voiced by Hispanic leaders, themselves.[10]

He proposed:

. . . . the creation of a task force made up of public officials, from school boards, from community and college boards, and business, because business is directly impacted by this dropout rate. I believe this task force, in a joint effort of all school officials and policymakers, is best suited to solve this problem. School officials can foster, can oversee and provide input, but policymakers are those in the best place to make these decisions that will impact this dropout rate.[11]

The second issue that Mr. Gonzalez raised with the Advisory Committee was his concern over the lack of Hispanic teachers in the Scottsbluff school system. He indicated that he was told by some in the education field that there are very few Hispanic educators. Those that come out of college with a degree go where they can get top dollar for their degree.[12] However, Mr. Gonzalez recommended:

I believe that we can grow our own instructors who will come back to teach those that really have an interest—Hispanics that really have an interest—in seeing a reversal of this dropout rate, by addressing this in the same way that a shortage of doctors is being addressed. Creating Fulbright Scholarships for teachers, for students who will go on to get

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7 Ibid., p. 98.

8 Ibid., p. 108.

9 Ibid., p. 175.

10 Ibid., p. 177.

11 Ibid.

12 Ibid., p. 172.

their teaching certificates and then come back to teach, paying their tuition from end to end with an agreement that they will be back, and I believe some of that is beginning to be implemented.[13]

The Advisory Committee asked Mr. Gonzalez to discuss, in general, race relations problems in the local school district. He responded by saying that he did not think it is a race relations problem but one of insensitivity. Mr. Gonzalez said, "I think it is just a misunderstanding of the culture."[14]

In an attempt to obtain a fuller view of race relations within the public schools, the Advisory Committee invited Steve Sexton, superintendent of the Chadron School District, and Ronald Reichardt, superintendent of the Scottsbluff School District.

Dr. Sexton reported that, as of the Advisory Committee meeting, the Chadron School District had a student population of 1,065. Of that total, 11.5 percent were minorities, with American Indians making up the greatest with 9.2 percent.[15] The school district employed 127.65 persons, and of that figure 49 are classified, including 7 males, 42 females. There are four minorities employed in classified positions. There are 78.65 certified individuals, including 6 administrators, 5 males and 1 female. There are 17 male faculty members, including 2 minorities.[16]

Dr. Sexton reported to the Advisory Committee the disciplinary actions that were taken during the 1992-93 school year:

> . . . . seven students dropped out of school; six were white and one was Native American. There were five out-of-school suspensions, three of which were white males, two were Native American males. There were 43 students assigned in-school suspensions; 2 were at the high school; 3 were elementary; and 38 were middle school students. Of the total of 38 middle schools students, 32 were white, 2 were Hispanic, 9 were Native American. Thus, 74.4 percent were white, 5 percent were Hispanic, and 20.9 percent were Native American.
>
> During the first semester of 1992-93 there were 14 instances of unsatisfactory behavior reported to the principal at Kenwood. Kenwood is one of our elementaries. Five of those students were white, one was Native American, one was black. All repeat offenders were white students.
>
> At Eastwood Elementary School there were 70 instances of unsatisfactory behavior reported involving 38 individuals. Of those individuals involved, 30 were white, 1 was Hispanic, 5 were Native Americans, 2 were Asian. For the entire elementary level, 7 percent then were Native American, 1 percent were Hispanic, 1 percent were black, 2 percent were Asian, and 89 percent were white.[17]

Dr. Sexton also discussed with the Advisory Committee efforts to address multicultural education. The school district has provided faculty in-service training; faculty and student presentations; and has sought assistance in developing multicultural curriculum and materials. Further, efforts have been made to improve contacts among American Indian parents in the school district. Dr. Sexton indicated that an American Indian home-school liaison person was hired to increase contacts with parents.[18]

Dr. Sexton concluded his prepared remarks by stating:

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13 Ibid.

14 Ibid., p. 177.

15 Ibid., p. 234.

16 Ibid., p. 235.

17 Ibid., pp. 235–36.

18 Ibid., p. 239; see also app. B.

Clearly, we do not live in a perfect world. We are aware of the possibility of divergence of perceptions and reality. It is our intent, as evidenced by our efforts, to reduce differences between perception and reality. We do not intend to allow perceptions, nor the fact that Chadron has limited financial resources, to stand in the way of providing a quality education program; and one in which equity is more nearly achieved.[19]

In response to questions from the Advisory Committee regarding allegations that some school district teachers were insensitive to American Indian students and allowed name calling, Dr. Sexton said:

I would challenge the accuracy of that statement. I have no knowledge that there is an accurate statement. I believe that, certainly, as I indicated in my closing remark, that I believe there are perceptions, all kinds of perceptions of what is and is not happening. I've attended meetings where charges have been made of one kind and another, and when and where those are made directly to me with any kind of definition at all, I follow up on them to determine their validity. One of the problems that you run into is when a charge like that is made if there isn't anything really to substantiate it or follow up on it, it's very difficult to run down. One of the things that we were interested in, that we wanted to know for our own purposes, was what were the incidences of student behavior and misbehavior at the elementary level, and this all pertained to the issue of conflict resolution. Most of the difficulties we found are kid-kid kinds of—student-student kinds of problems. And the fact is that most of those difficulties were with white students. We feel the incidences of those with the Native American students either being accused of being in trouble or being sent to the office, whatever, were small. So, insofar as those comments being made by faculty, we challenge that. Whether or not they are being made by students of various belief systems, I have no way of responding to that. I can tell you, though, that the belief systems of students is an area that we are very committed to addressing. And, in fact, I think the record will show that we've tried to move in that direction.[20]

Dr. Sexton was also asked to explain his plan of action to improve race relations in the schools. He responded:

The plan that we have developed over the last 18 months certainly is targeted in improving relations among all students, and would include the Native American community. So far as involvement of students in school life we, you know, in looking at it, I guess it's just like a—a student community is just like, I think, the unstudent community. You have students who involve themselves in activities; students who don't involve themselves in activities. I know we're going to continue to try to improve how students relate to each other, all students. It was interesting to me to note, and I was pleased to find, that 70 percent of our Native American students in high school are involved in some kind of activities in addition to school. The fact that they are in those activities and they continue in them suggests to me that they feel comfortable in that setting or they wouldn't do it.[21]

Ronald Reichardt, superintendent of Scottsbluff Public Schools, and Ronald Sylvester, director of Student Services, provided an overview of activities within the school district. It was noted that the school district is the largest in western Nebraska with a student enrollment of 3,158 (67 percent white, 6 percent Asian American, 27 percent Hispanic, 5 percent American Indian, and .03 percent black). The district employed 347 persons; 219 were certified employees and 128 were noncertified. There were 238 females and 109 males. Further, there were 6 Hispanic certified teachers and 20 Hispanic noncertified

19 Steve Sexton, Ph.D., prepared remarks presented to the Nebraska Advisory Committee, U.S. Commission on Civil Rights, Scottsbluff, NE, Apr. 29, 1993.

20 Ibid., pp. 246–47.

21 Ibid., pp. 248–49.

employees. The district had only one American Indian employee who served as a home-school liaison person.[22]

Mr. Sylvester reported the following regarding school dropouts:

> Last year in grades 9 through 12, which are the grades where students most often drop out, we had 40 students drop out of our school system; 21 of those were females and 19 were males; 21 were white, 17 Hispanic, and 2 Native American. Now, if you'd like to do some quick math, I didn't do it for you there. You can come up with a very alarming figure. You can say that 42 percent of all the Hispanics in the Scottsbluff schools drop out every year, and that's what the media most often quotes when they have the opportunity.
>
> If you really take a look at the actual facts, there were 189 Hispanic students enrolled at the beginning of the school year and with 17 of those students dropping out during the year, we have an actual dropout rate of 9 percent of the students enrolled in the beginning of the school year. Of the 26 Native American students who enrolled, 2 did drop out, for an actual figure of 7 percent. I always have difficulties with dropout rates because you can do anything you want to with those dropout rates, and, in fact, I do many times when writing a grant, I make them just as alarming as I can because we get more money that way. But I know I hate to have the whole school judged on a dropout rate, and that's usually the very first thing that they talk about when they talk about schools.[23]

Mr. Sylvester related further:

> Our completer rate I think is a better sort of thing to look at. In the class of '92 there were 172 students; 31 of those students were Hispanic or 18 percent; 2 of those students were Native American. The projection for this year's class, and I just talked to the high school principal this morning and changed these figures a bit because things are moving along here as we get towards graduation date. We will have 191 seniors; of that group, 42 of the students are Hispanic and 7 students are Native American. An interesting class this year is that eight students are tied with a 4.0 grade point average and will serve as co-valedictorians. Two of those students are Hispanic. We have seven Native American students graduating. This is the largest number in the 20 years that I have kept records on it. The interesting thing about that, four of those students started in kindergarten here in our school system and are finishing. We're extremely proud of that and we give a lot of credit for that to our title 5 grant and our parent committee that we've worked with.[24]

Mr. Sylvester told the Advisory Committee about numerous programs that the school district has put in place, including cultural and transitional language classes. He said that the transitional language class was instituted because Hispanic parents did not want bilingual education but that they wanted their children "to learn to speak English, read English and write English."[25] Further, Mr. Sylvester noted that American Indian students have organized several dance clubs, "and this has done a great deal for the kids' esteem."[26] He also related that American Indian students have shared their life experiences with students of another school district that did not have American Indian students.

In responding to a query regarding the school district's working relationship with the Hispanic and American Indian communities, Mr. Sylvester said:

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22 Ibid., pp. 257–58.

23 Ibid., pp. 259–60.

24 Ibid., pp. 260–61.

25 Ibid., p. 265.

26 Ibid., p. 270.

I have probably this spring written two or three letters of support to various kinds of activities that they are doing through the Indian Center that will profit the kids and the school. The Indian community divides and subdivides; that's an ongoing thing that we just have to deal with. It's interesting as we work with these two communities. The Hispanic community has all kinds of wonderful ideas and all kinds of things they are working on, and little or no resources. The Native American community has all kinds of resources—dollars, title 5, Johnson-O'Malley, everything else—but has difficulty organizing and working and taking full advantage of all those. That's what I say, there's a lot of JOM money that has not been utilized as it should have been in the community.[27]

During the course of the Advisory Committee's review of information prior to the community forum, the Advisory Committee found that some Hispanic parents were concerned that their children were missing too many days from school because of disciplinary suspensions. Mr. Sylvester was asked to comment about the district's school suspension policy. He indicated that as a first step, depending upon the nature of the offense, the district provides for an in-school suspension program whereby a suspension supervisor works with the student in completing class assignments. He noted that, "when offenses get greater, then you would have an out-of-school suspension."[28]

Higher Education Perspective

The Advisory Committee was concerned with what the local community college was doing to attract minority students graduating from the various high schools in western Nebraska. Jim Hunter, vice president for Student Services, Western Nebraska Community College, shared with the Advisory Committee some of the programs and activities that have been instituted at the local community college. In the spring of 1993, Western Nebraska Community College enrolled 600 full-time students and approximately 1,500 part-time students. Hispanic enrollment rose from 97 students in 1987 to 151 in the spring of 1992. In the same period, American Indian enrollment went from 25 to 38.[29]

Dr. Hunter told the Advisory Committee that, in 1987, the college established Hispanic Advisory Committee to provide input on various programs and activities that should be offered to recruit and maintain Hispanic students. He noted that:

And one of the things that came out of our advisory committee was the need to look at what are the barriers to a student's success and then how can we overcome those barriers. So we set about to do a study. The study has been completed. We've identified those barriers and we have set together an action plan to attempt to work out, resolve, and remediate those barriers. Some of the barriers that were perceived were lack of participation and sense of belonging; low self-esteem; no sense of cultural identity or ethnicity; lack of parental involvement and support; poor and no motivation; lack of opportunity awareness; lack of self-awareness. So the college has put together, through the Multicultural Assistance Plan, a series of activities, an action plan, to help alleviate those barriers.

The college's action plan included utilizing a consultant to work with the Hispanic Advisory Committee to discuss cultural infusion into the college's course offerings, cross-cultural communication, and culture in the classroom. The college is also developing an orientation course through its minority assistance program to help students improve their success in college. Dr. Hunter also mentioned a cultural fair that about 450 persons attended, a program focusing on minority role models,

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27 Ibid., p. 277.

28 Ibid., p. 280.

29 Ibid., p. 156.

and a peer mentoring project.[30] These activities were developed to bring about a multicultural environment.

Dr. Hunter also pointed out that the college was in the process of forming an American Indian Advisory Committee to identify barriers to recruiting and retaining American Indian students. In response to an Advisory Committee inquiry as to a factor that makes it difficult for American Indians to make the transition from a school dropout to a school graduate, Dr. Hunter said:

> One of the things, we met with some representatives of the Native American community and one of the items that they presented was the primary cause was the disease of alcoholism. And we're seriously looking at the impact of alcoholism on the students' persistence and how we might offer some support, both in terms of—in a variety of ways, if that is indeed the—but right now we're still looking at that, is that, indeed, the primary cause or one of the primary causes. We have not factored it out, though, specifically beyond that at this time.[31]

30 Ibid., pp. 160–61.

31 Ibid., pp. 164–65.

Housing

As a part of its information sharing process of the community forum, the Advisory Committee invited representatives of the U.S. Department of Housing and Urban Development, Office of Fair Housing and Equal Opportunity (FHEO), to provide an overview of filing complaints of housing discrimination with FHEO and other related information. Aaron Levine and Stella Alejos represented FHEO.

Mr. Levine said his office investigates allegations of housing discrimination on the basis of race, color, national origin, religion, sex, familial status, or handicap.[1] He noted that the Fair Housing Act, as amended,[2] prohibits discrimination in the sale or rental of a dwelling, including the negotiation of terms, conditions, or privileges, and in the provision of services or facilities. It also prohibits discrimination in advertising that shows any preference or limitation or makes the premises unavailable for showing, blockbusting and coercion or other interference in a protected individual's rights, and discrimination in financing of housing.[3]

Mr. Levine said that persons who feel that they have been discriminated against should file their complaints immediately after the discriminatory act has occurred. FHEO is required by law, unless it is impossible to do so, to conduct its investigation within 100 days.[4]

In outlining the procedure for filing a Federal complaint of housing discrimination, Mr. Levine said:

> What is the procedure for filing a complaint and who may file? The people who can file are aggrieved persons, and those are people who believe they have been treated in a different way, in a different discriminatory way from people who are not of their particular protected class or group. So, if you're Hispanic, you might allege that a non-Hispanic was treated more favorably or that you were treated less favorably when you were looking for housing, when you applied for a loan.[5]

After a complaint of discrimination has been filed, Mr. Levine continued:

> We [FHEO] investigate the complaint. We will attempt conciliation. The first thing when you file the complaint we establish jurisdiction. We may not have jurisdiction. There's some complaints that we will not have jurisdiction for. But once we've established jurisdiction we will contact the complainant and the respondent and send them initial letters notifying them that the complaint has been filed. They have the opportunity to respond. Everybody can have an attorney. All parties can have an attorney present, and the department is required, under title 8, to attempt conciliation throughout the process of the investigation. So we will periodically attempt conciliation, try to resolve the complaint. Conciliation is a voluntary process. It does not go into the investigation, into our final investigative report, which is the report that's

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1 Nebraska Advisory Committee to the U.S. Commission on Civil Rights, *Community Forum on Race Relations in Western Nebraska*, Scottsbluff, NE, Apr. 28–29, 1993, p. 203 (hereafter cited as *Transcript*).

2 42 USC §§3601-3619, 3631 (1988).

3 *Transcript*, pp. 203–12; see also, U.S. Commission on Civil Rights, *Prospects and Impact of Losing State and Local Agencies from the Federal Fair Housing System*, p. 3, September 1992.

4 Ibid., 205.

5 Ibid., p. 203.

prepared at the end of the investigative process. So we do the investigation. We attempt to resolve it. If we can't resolve it, and conciliation is voluntary and the people conciliating all would sign the agreement and then HUD would enforce compliance with the agreement.

As far as if the case does not conciliate what happens then? Well, we do either a reason for cause or a no reason for cause determination, and we would represent the complainant in a reason for cause determination either before an administrative law judge or in Federal district court.[6]

Ms. Alejos told the Advisory Committee that from October 1991 to April 1993, HUD had received 139 complaints of housing discrimination throughout the State. Of those, 59 were investigated by HUD and 80 were investigated under a work sharing agreement by the Nebraska Equal Opportunity Commission.[7] As an example she said that 66 of the total complaints filed were administrative closures. Ms. Alejos explained administrative closures as:

a failure to cooperate where the complainant—and I'm referring to the complainants that filed their complaints, they just lost interest in their case, for whatever reason, or we were not able to locate them. They had moved and not notified us of a change of address, or maybe they withdrew their complaints. Sometimes, not always do complainants withdraw the complaints because they change their minds, but also maybe it's because they somehow settled with the respondent and that is who the complaint is against, the name of the person is the respondent. And so that way they may just withdraw for that reason. So it varies for whatever reason they withdrew their complaints.[8]

Ms. Alejos noted that about 45 cases were conciliated, meaning that the parties agreed to settle the complaint. She said that in some of the conciliated cases, there may have been a cause finding against the person being complained of, but the parties agree to settle the complaint.[9]

One of the overriding concerns expressed by Advisory Committee members dealt with HUD's outreach efforts to provide information concerning housing discrimination to persons in western Nebraska. Mr. Levine said that HUD provides brochures for that purpose. These brochures are made available to community groups, real estate firms, or interested persons. These materials are written in English and other languages.[10] When pressed further on HUD's outreach efforts Mr. Levine said:

We have not had people from headquarters come out to the regions to see what the regional concerns are until this Secretary has been appointed and has sent out headquarters staff to each of the 10 regional offices in the country to get input and feedback from employees, and it appears like headquarters may be more receptive possibly than it has been in the past to suggestions from the regional offices. Sometimes what will happen is we will agree with you, you know, yes, it's very difficult to get through on this 1-800 number, and it's inadequate and maybe we need more 1-800 numbers, or more advertising, advertising on TV, whatever. And we might make that suggestion to headquarters, and whether or not they take action on it, you know, different reasons, will have different input. And they have to make the call at headquarters as to what they can do within the budget. But, you know, call us collect. Call us direct. However, we'll be out here after we talk today to take any questions from anyone who would like.[11]

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6 Ibid., pp. 209–10.

7 Ibid., p. 212.

8 Ibid., pp. 214–15.

9 Ibid., p. 216.

10 Ibid., p. 220.

11 Ibid., pp. 231–32.

Administration of Justice

Reaves Nahwooks, chair of the Nebraska Commission on Indian Affairs, generally speaking on the issues of race relations, said that laws have been designed to make American Indians conform and accept ways that are not consistent with their practices and thinking.[1] He further related that so many community tensions that his agency has dealt with resulted from deaths that have occurred which caused conflict among American Indians and others.[2]

Mr. Nahwooks is concerned that:

> Native American Indian people in Nebraska make up eight-tenths of a percent of the State's population, and yet average 4.7 of the State's State prison admissions. Of the 56 Native American Indians sent to prison in 1991, 9 or 16 percent came from a county with only six-tenths of a percent of Nebraska's population, and only 4 percent of the entire Native American Indian population in Nebraska. The figures demonstrate four to six times greater numbers of Native Americans being sent to prison then might naturally occur.[3]

With those concerns of Mr. Nahwooks and those expressed to the Advisory Committee as background information, persons representing the law enforcement arena were invited to participate in the community forum.

Ron Ehlers, the chief of police of Gordon, Nebraska, told the Advisory Committee that he has five full-time positions for police officers for a city population of 1,803 persons, including 222 American Indians and 40 Hispanics. At the present time, the police department was operating with only four officers, including one American Indian, and reserve officer.[4]

In 1992 police officers made 207 arrests, which included 66 white males, 104 American Indian males, 4 Hispanic males, 10 white females, and 23 American Indian females.[5] Of the 207 arrests made, 156 of these involved alcohol.[6]

The chief said:

> One of the things that I do notice when we're dealing with the Native American population is that the biggest share of our complaints come from the Native American community, and I would say that the large—more than 75 percent—I do not have the exact figures, more than 75 percent of those calls are involved with alcohol. We work real close with the NEPSAC, which is Northeast Panhandle Substance Abuse Counsel, trying to do some diversion activities and get people involved in situations where they can turn themselves around and avoid these situations in the future. A lot of these situations involve domestic disturbances and things of that nature.[7]

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1 Nebraska Advisory Committee to the U.S. Commission on Civil Rights, *Community Forum on Race Relations in Western Nebraska*, Scottsbluff, NE, Apr. 28–29, 1993, p. 285 (hereafter cited as *Transcript*).

2 Ibid., p. 286.

3 Ibid., pp. 286–87.

4 Ibid., pp. 310–13.

5 Ibid., p. 312.

6 Ibid.

7 Ibid., 314–15.

With respect to his department's relations with the American Indian community of Gordon, Chief Ehlers said that sometimes they are better than others.[8] He further stated:

> The Indian community in Gordon does not seem to be very well-organized in having any one or group of persons that can speak for the Indian community itself and come and talk to us. We usually deal with them on a one-to-one basis and, if there's any questions, we'll take the time to talk to them about what we can do and what we can't do. They understand some of our limitations and, for the most part, the officers get along well with the Indian community. There may be some problems, but usually we try and iron them out, work them out, talk them out, make them understand why we're doing what we're doing?[9]

Chief Ehlers said that if persons want to file complaints against the city's police officers, they can do so with the department, city manager, the mayor, or with the local human rights commission.[10] He said that over the past 2 years there have been only about six complaints filed against the police department. All complaints are investigated and the complainants are advised as to what, if any, action is taken against the police officers.[11]

Ted Vastine, the chief of police of Chadron, said that he has 12 sworn officers to police a city of 6,000. He said that the population is 90 percent white and 10 percent of other origins.[12] Overall, Chief Vastine believes that he has a good relationship with the American Indian residents. He said:

> I feel that it's good myself, and I try to instill in my officers that we treat everybody the same. We treat them as human beings. We treat everybody equally. We treat people the way we want to be treated in like circumstances. And, over the years, I've had several Native Americans come in and visit with me about perception problems, things like that. Nothing that they really want to make a formal complaint on, just wondering why this happened, or why that happened. I try to sit down and talk with them on that myself, plus there's this human relations council that we've established is another place that they can air things out. I feel it's good. If it's not, and there's some problem, I'd be glad to sit down and talk with anybody and air out whatever they feel isn't well within the police community.[13]

With respect to citizen complaints of police abuse, Chief Vastine said:

> People can make complaints to myself. I will have my administrative assistant or my lieutenant do the investigation. Since I have to make the decision, I don't do the investigation. Whatever I recommend, whatever comes down has to go to the Civil Service Board and they review that. We have a human relations council that meets once a month, so complaints could be aired there. They can go to any member of the city council. They can go to the city attorney. They can go to the county attorney, so they don't really necessarily have to come through the police department. And the community being small enough, if you've got an officer that's way out of line, it doesn't take too long for somebody to really let you know about it, that you have an individual Rambo-type style, if you want to refer to it that way. We try to work closely.[14]

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8 Ibid., p. 319.

9 Ibid., pp. 320–21.

10 Ibid., p. 332.

11 Ibid., pp. 329–30.

12 Ibid., pp. 337–38.

13 Ibid., pp. 345–46.

14 Ibid., pp. 339–40.

The Advisory Committee, however, raised a concern that some American Indians believe that the Chadron Police Department targets them in terms of driving under the influence of alcohol. Chief Vastine said, "I don't know of what you're saying of any officer that's targeting any individual. We may get one DWI arrest, one or two a month."[15] He further related that he does not allow his police officers to stake out bars to arrest persons for DWI.[16]

The Advisory Committee also expressed concern that there have been allegations that some American Indians were harassed by the police in the local homeless shelters and that American Indian children were being threatened with guns by police because these children were on the street at dusk or dawn. Chief Vastine said that there may have been complaints due to a person's length of stay at the shelter, but that should be resolved when another agency takes over the management of the shelter. With respect to children being threatened, he said that he did not think his officers were involved in such incidents.[17]

Robert E. Jatczak, chief of the Alliance Police Department, appeared before the Advisory Committee. He said that the city has a population of 9,765 of whom 5 percent are Hispanic, and 3 percent are American Indians.[18] The city is policed by a department of 20 officers, including 2 females. All the officers are white.[19]

In 1992 the department made 1,043 nontraffic arrests, of which 638 were whites, 270 American Indians, 103 Hispanics, 29 blacks, and 3 Asian Americans.[20] Chief Jatczak said that in 1992 the department received several written complaints against the department from the American Indian community. As a result of the complaints, representatives of the American Indian community met with the city manager, the chief of police, and some city councilpersons.[21] During the course of the meeting it was suggested that the police department conduct more training for its officers. Several outside persons were brought in by the department to provide racial diversity training.[22]

The American Indian community also suggested that the department increase its efforts to hire more minorities. Chief Jatczak said that his attempts to hire American Indians were unsuccessful,[23] but he will continue to work with the community in his attempt to hire an American Indian police officer.[24]

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15 Ibid., p. 351.

16 Ibid.

17 Ibid., pp. 356–57.

18 Ibid., p. 360.

19 Ibid., pp. 360, 368.

20 Ibid., p. 371.

21 Ibid., p. 366.

22 Ibid., p. 367.

23 Ibid., p. 369.

24 Ibid., p. 372.

Summary

Like any area of the United States, race relations in western Nebraska can be improved. As noted by some speakers at the Advisory Committee forum, some steps are being taken by various agencies to be more sensitive to issues regarding race. By the same token, there is the perception by some that race relations are not good.

Cecilia Huerta, the acting director of the Nebraska Mexican American Commission, noted that housing discrimination was the agency's number one priority. She indicated an interest in having her agency open an office in western Nebraska to represent the people of the area.

Reaves Nahwooks, chair of the Nebraska Commission on Indian Affairs said that to deal with race relations, his agency has developed a 5-year plan to include health problems, education, employment, Indian civil and human rights, economic development, and the structure of his agency is the agency's number one priority. In an attempt to deal with housing discrimination and other civil rights concerns, Mr. Nahwooks noted that the agency should have an office in western Nebraska to provide information and advocacy services.

Some participants discussed the high dropout rate of students in public schools and the lack of minority teachers. One participant proposed the creation of a task force of business and civic leaders and educators to develop a plan to counter the high dropout rate.

Educators discussed programs that have been implemented to be more responsive to minority students. These include hiring of American Indian home-school liaison persons. Raymond Gonzalez of Scottsbluff was concerned about the dropout rate for Hispanics in public schools and the lack of Hispanic instructors in public schools in Scottsbluff. He said that the Hispanic community must do its part to ensure that children attend schools. Mr. Gonzalez also proposed the creation of a task force to come up with a solution to reduce the dropout rate. With respect to the shortage of Hispanic teachers, Mr. Gonzalez recommended the creation of scholarships for local Hispanics who are interested in teaching so that they would come back to the community to be involved in the education system.

Steve Sexton, superintendent of the Chadron School District, described his efforts to better race relations. He indicated that an American Indian home-school liaison person was hired to increase contacts with parents.

Representatives of the Scottsbluff Public Schools spoke of cultural and transitional language classes. They also reported that American Indian students within the school district have shared their life experiences with students of a school district that did not have American Indian students.

Jim Hunter, vice president for Student Services, Western Nebraska Community College, spoke of the school's work with a Hispanic Advisory Committee to infuse cultural activities into the college's course offerings. He also pointed out that the college was in the process of forming an American Indian advisory committee to identify barriers to recruiting and retaining American Indian students.

Representatives of the U.S. Department of Housing and Urban Development provided information on filing housing discrimination complaints. The Advisory Committee has listed in appendix C agencies to contact to file various discrimination complaints.

In the area of administration of justice, representatives of various police departments in western Nebraska discussed procedures for filing complaints of alleged police abuse.

All in all, the Advisory Committee hopes that race relations will continue to improve in western Nebraska. The Advisory Committee believes that continued dialogue on race relations is the key to progress. The Advisory Committee will continue to monitor the progress or the lack thereof.

Appendix A

WESTERN NEBRASKA LEGAL SERVICES, INC.

Servicios Legales • Wawokiye

CENTRAL REGIONAL OFFICE
108 S. JEFFERS
NORTH PLATTE, NEBRASKA 69101
(308) 534-3357
Nebraska Wats 1-800-662-2907

Reply to Scottsbluff

ADMINISTRATIVE OFFICES
WESTERN REGIONAL OFFICE
NINE EAST 15TH STREET, BOX 1385
SCOTTSBLUFF, NEBRASKA 69361
(308) 632-4734
Nebraska Wats 1-800-662 5113

EASTERN REGIONAL OFFICE
207 WEST 3RD, P O. BOX 1078
GRAND ISLAND, NEBRASKA 68801
(308) 381-0517
Nebraska Wats 1-800-652 9800

A United Way Recipient

July 22, 1992

To Whom it May Concern:

Our group stands committed to resolve the existing problems of this community. We will work to persuade elected officials to improve existing laws and to see that any new laws consider the needs of our community.

As a result of the injustices and unfair treatment of Indian people by the City of Alliance, Box Butte County, Nebraska, we are forced to file a list of complaints with the powers that control the Alliance Police Department.

The following summary of statements of complaints have been taken from the complaints of this community:

1. Police acting in a threatening manner when there is no evidence of wrong-doing, non-investigation of rumors;
2. No police reports filed at the time of incidents;
3. Unprofessional conduct of Police Officers;
4. Selective enforcement;
5. Lack of interest on response time when called;
6. Police don't run police check on non-Indian when involved at crime scene;
7. Why is Sgt. Rae Ann Christensen so interested in young Indian people;
8. Refusal to take Indian complaints;
9. Harassment of Police Officers;
10. Unprofessional conduct;
11. No response to Indian complaints;
12. Unlawful use of force;
13. Police brutality;

14. Unlawful arrest;

15. Discrimination of Indian people;

16. Unfair treatment;

17. Failure to render aid to injured person;

18. Unlawful entry of Indian person's property; and

19. No search warrant.

We respectively request that these complaints be investigated and resolved; and that a formal report be made to the Alliance City Counsel, City Manager, and to the appointed representative of the Indian Community, Connie Stairs of Alliance, NE.

Signed:

Connie Stairs July 22/1992
CONNIE STAIRS DATE

Steve Janis 7/23/92
STEVE JANIS DATE

THE ALLIANCE
TIMES-HERALD

VOL. 106, NO. 34 ALLIANCE, NEBRASKA FRIDAY, JULY 10,1992 THIRTY-FIVE CENTS Read Then Recyc

Exhibit 1

Native Americans Protest Alliance Police Actions
Council Authorizes Sales Tax Expenditure

By TOM HUDDLESON
Times-Herald Managing Editor

ALLIANCE — Over sixty people attended the the Alliance City Council meeting Thursday evening, overflowing from council chambers into the hall and necessitating that some view the proceedings on television in the conference room.

Over half those present were part of a delegation of Native Americans led Connie Stairs, on hand to protes. ..at they allege is systematic harassment of Indians by the Alliance Police Department.

Ms. Stairs charged that "It's always the Indians that are arrested," alleging that whites and Native Americans are treated by different standards for the same offenses.

She told the council that Indians have been recognized by the Supreme Court as U.S. citizens since 1952, and that the Indian community of Alliance is not only a community, but considers itself part of the larger community and expects equal treatment.

Ms. Stairs also noted that some of the Indian families in town have long-standing feuds, and she charged that some of the newer Alliance police officers appear to have taken sides in these.

She said this is a very dangerous situation and those present in her delegation didn't want to come to the council, but they felt it was necessary to show that they were serious, that they wanted something done before someone becomes badly hurt.

"We are members of this community," Ms. Stairs said, adding that the group didn't want to go to the attorney general's office or the U.S. Civil Rights Commission with its complaints.

"We want to get something done through you," she told the council.

She also presented a sheaf of what she said was documentation of police harassment.

The delegation sat in attentive silence throughout Ms. Stair's presentation and Mayor Eva Knight's response.

The mayor graciously welcomed the group, noting how difficult it is for many citizens to voice their opinions in the formal council setting.

"I salute you for being here," she said.

Mrs. Knight added that the public has a misperception that the police department is directly responsible to the city council, when in fact it is responsible to the city's Civil Service Commission.

Arrangements were made at this time for Ms. Stairs to present her complaints and evidence to City Manager Lyle Lacy and City Attorney Leo Dobrovolny and begin the formal Civil Service Commission hearing process.

The delegation left with assurances from the mayor that the complaints would receive serious and fair consideration.

Appropriates Sales Ta Funds

The council approved, 5-0, the of over $540,000 from the Debt R Fund (City Sales Tax) to cover budgeted expenses associated v specification changes mandated the Nebraska Solid Waste Act and U.S. Environmental Protect Agency in connection with the landfill.

This came about under the of the first reading of Resolution 45, awarding the old landfill clo and the opening of the first cell of new one to James E. Simon of N Platte in the amount of $1,542,729

Other bidders were Herbert C struction of Alliance, $1,854,507. Strong Construction of Scottsbl $1,997,920.40.

The low accepted bid was over a million higher than the orig engineer's estimate, owing to n stringent requirements mainly c cerning how much impermeable has to be used in capping the landfill to ensure against groundw contamination.

The city manager had prepared separate financing approaches to

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Exhibit - 2

REGION

Alliance Indians press charges against police

By MARY WERNKE
Regional Correspondent

ALLIANCE — The Alliance Native American community packed City Council chambers Thursday to present charges of harassment against the Alliance Police Department.

Connie Stairs, a member of the board for the American Indian Council, presented a book of 40 written complaints to the City Council. Stairs said complaints include that police have kicked down doors without warrants, made arrests without evidence and took sides in Indian family conflicts.

Stairs said she had spoken to the chief of police and the county attorney, but received no satisfaction.

"Something must be done before someone gets hurt," Stairs said.

About 80 people, half of whom were Native Americans, attended the meeting.

Mayor Eva Knight said she had not seen the list of complaints, but she was aware of a problem between the police department and the Indian community.

Knight told Stairs and those present that in Alliance's city manager form of government, the council has no jurisdiction over the police department. She referred the complaint to the Civil Service Commission, represented Thursday evening by City Manager Lyle Lacy and City Attorney Leo Dobrovolny.

Stairs told the Star-Herald Friday that she has made an appointment to meet with Lacy and Dobrovolny Thursday to discuss the complaints. Alliance Police Chief Bob Jatczak had no comment on the charges, but said he would review the complaints with the Civil Service Commission.

In other action, the council approved amendments to the city budget on second reading, shaving an additional $3,300 from expenditures. The council approved increases to support the Box Butte Development Center, Alliance Clean Community System, Retired Senior Volunteer Program, softball field improvements, city sala[illegible] and vehicle fleets.

They also voted reductions to police vehicle requests, golf course equipment and an operating fund transfer to the street fund.

The council also instructed Lacy to prepare an additional amendment to the budget before its third reading July 20 to call for the issuance of warrants to supply additional funding for the city's new $1.75 million landfill project.

Refuse collection rates, raised in August 1991, provided for the closing of the city's 30-year-old landfill and construction of a new six-acre disposal cell, as well as purchase of some landfill equipment. However, additional Environmental Protection Agency requirements have added about $300,000 to the cost of the project.

The council asked that funding for the $540,000 overrun on the landfill improvements come from the city's debt service fund, which is underwritten by a 1 percent city sales tax, rather than increase collection rates again so soon.

The council awarded the bid for the landfill improvements to James Simon of North Platte for $1,542,729. Lacy described the new landfill as "absolute current state of the art," while the mayor called the collection system "wonderfully efficient, but not very accountable."

She urged citizens to reduce, reuse and recycle.

THE ALLIANCE
TIMES-HERALD

VOL. 106, NO. 48 | ALLIANCE, NEBRASKA | MONDAY, JULY 27,1992 | THIRTY-FIVE CENTS | Read Then Recycle

Native Americans Unhappy With Investigation

By TOM HUDDLESON
Times-Herald Managing Editor

ALLIANCE — A delegation from Alliance's Native American community, led by Connie Stairs, came away from a Monday morning meeting with City Manager Lyle Lacy unhappy with his investigation of their complaints against the Alliance Police Department and vowing to seek legal recourse in a different venue.

"To get something done, we need to go out of town," Mrs. Stairs said, adding that she believed the group's lawyer would be contacting the Nebraska Attorney General's office.

Lacy had been investigating complaints first brought by a large group of Native Americans to the July 9 city council meeting.

At that time, charges were made that the Alliance Police Department systematically harassed Indians, arrested Indians and allowed whites to go free when they were involved in fights, broke down doors without warrants and were generally prejudiced toward Indians.

At two subsequent meetings in which Lacy met with Mrs. Stairs and a smaller group of Indians, Lacy was asked to focus his investigation — which was to decide if the charges merited a full, formal hearing of the Alliance Civil Service Commission to discipline an officer or officers — on the relationship between one officer and the Shelley Picket Pin family.

The officer in question was Sgt. Rae Ann Christensen, whom the group charged with using her position as a police officer to interfere with and harass the Picket Pin family.

Monday morning Lacy issued a five-page "memorandum of finding," based on approximately seven hours of taped interviews with Shelley Picket Pin, Sgt. Christensen, Chris Anne Picket Pin, 20, and Greg Picket Pin, 15.

The report detailed a formerly close relationship between the Picket Pin and Christensen families which has apparently recently gone sour.

According to Lacy's report, Chris Anne Picket Pin and her daughter, Ashley, resided in the Christensen home for about three months.

Greg Picket Pin was also a frequent visitor there, regularly took meals there and sometimes stayed overnight.

Mrs. Picket Pin at one time had a close relationship with Sgt. Christensen, having a key to her house, borrowing money from her and using her phone to receive collect phone calls from another son, David, who was in prison.

Lacy's report notes, "There is an apparent outstanding phone bill owed by Shelley to Christensen in the amount of $150. At this point in time that debt may be a source of disagreement between the two."

The report goes on to say, "Two events occurred in April 1992 that appear to be instrumental as a breakwater in the relationship between the families. One was an act of vandalism by Greg involving a tire slashing on April 3. The second occurred a week later on Friday, April 10, when Greg, following an argument with [illegible] mother, filed a police complaint against her for abuse. The weekend the complaint for abuse, Greg was assigned by the court representative to the Christensen home for temporary custody. On the following Monday, Shelley Picket Pin protested the assignment to Social Services and registered a complaint with the Police Chief regarding Christensen's contact with her family...."

The report further notes that "[illegible]

(Continued on page 10)

Former Alliance Resident Kills Wife, Turns Gun On Self

SCOTTSBLUFF, Neb. (AP) — A man shot his ex-wife to death [illegible] County Sheriff's deputies and

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Native Americans

(Continued from page 1)

peripherally related matter..." Chris Anne Picket Pin had requested assistance from the Alliance Police Department regarding a teroristic threat and witness tampering complaint against Schuyler Dawn.

Dawn has been present as a member of the Native American delegation at all three meetings with Lacy.

Lacy's report is slighly critical of Officer Christensen in only one aspect: "One of Shelley Picket Pin's specific complaints was that Christensen had purchased tobacco products for Greg who is a minor. Both Greg Picket Pin and Christensen confirmed that this was true. Christensen's explanation was that Greg had been smoking since he was approximately 10 or 11 years old and that she believed if she did not provide him tobacco products he would secure them elsewhere, specifically 'on the streets,' and would continue to be involved in the trouble he had previously experienced. Christensen admitted that the decision was poor judgement but believes it was, from her perspective, the lesser of two evils."

Lacy's report concluded with a section entitled "Findings" and another entitled "Recommended Future Actions."

The "Findings" states that Sgt. Christensen was motivated by compassion and caring, and her "involvement in this regard was not in her capacity as an Alliance Police Officer but as a well meaning friend, neighbor and second family for Greg."

Lacy's report recommends that a neutral third party mediate between the Picket Pin and Christensen families to "work through those disagreements and restore some degree of mutual trust. However, it is believed that no reconciliation will or should permit a return to the circumstances where Greg spent a good portion of his time in the Christensen home."

The report concluded, "A number of other complaints presented to both the City Council, at the July 9th meeting, and in statements presented to the City Manager warrant full review and investigation and, if founded, appropriate action. That investigation is currently underway."

In the report and verbally at the Monday meeting, Lacy informed the delegation that an appeal to the full Civil Service Commission was the next step if the delegation wanted to pursue its complaints.

He suggested that those complaints be made as specific as possible and that the group use the services of Steve Janis, a Native American paralegal with Western Nebraska Legal Services.

The meeting Monday was characterized mostly by stony silence, as the Native American delegation read Lacy's report and then sat without saying anything.

Mrs. Stairs did the very little talking that was done by the Indians at the meeting.

She cordially and graciously thanked Lacy for his time and effort, but said she never expected him to be fair.

"You are close to your people here..." she said, "...we knew you'd back her up..."

She added that she did not think Lacy should continue his investigation of the dozen or so other complaints against the Alliance Police Department because she expected the results would be the same.

Mrs. Stairs also said that her group had been frustrated in trying to file a contributing to the delinquency of a minor complaint against Sgt. Christensen with the county attorney for buying tobacco for Greg Picket Pin.

She told the city manager that she intended to have an outside agency investigate the Native Americans' complaints.

Deaths & Funerals

Nebraska History

July 27

1877 -Custer County was organ-

The NYSE's composite index of all its listed common stocks rose .23 to 228.71. At the American Stock Exchange, the market value index was down .34 at 362.19.

Volume on the Big Board came to 77.58 million shares at noon, against 78.54 million at the same point Friday.

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Appendix C

Multicultural Curriculum

Chadron School District has identified multicultural education as a district-wide outcome for outcome-based accreditation. In developing curriculum scope: concepts: and materials: a survey of existing applicable elements was completed at all grade levels, and within all subject areas. The summary materials from that survey are attached.

CHADRON ELEMENTARY SCHOOLS

GRADE	AFRICAN AMERICAN	HISPANIC AMERICAN	NATIVE AMERICAN	ASIAN AMERI' N	P.E.	MUSIC	
KINDER-GARTEN Sayer Clark	M.L. King Books-- Weekly Reader discussion B.T. Washington-- pictures, stories, Weekly Reader Weekly Reader	Mexico Unit-- tapes, films, books, prints, music, seasonal Amigos--food Corduroy	Unit--film, study paper, books, speakers, food Speakers Eskimo Unit Indian Unit--Thanksgiving			Songs Dances	
FIRST Gilman Gramberg Horse Zahn Claussen	M.L. King Books African American Books-- video, Basal G.W. Carver--book, literature, tradebook Tubman Weekly Reader Jimmy Lee--Basal pg.150	Trade books Literature Foods	Books--trade Thanksgiving Dinner Speakers	Unit--Japan, Hawaii Books Chinese New Year		Songs Dances	
SECOND Dierksen Schumacher Chaney Dagen	Basal--Gloria, pg. 58 Jasper, pg.129 Jamestown--books, film-strip M.L. King Book--work-sheet, discussion Choral reading Weekly Reader News, Books	Weekly Reader Basal--Josephine, pg.31 U.S. Text	Speakers Jamestown--books, film-strip Weekly Reader Unit--Sioux Art Books Theme Unit--Scholastic	Weekly Reader Basal--Tye May, pg.198 Books		Songs Dances	

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GRADE	AFRICAN AMERICAN	HISPANIC AMERICAN	NATIVE AMERICAN	ASIAN AMERIC	P.E.	MUSIC	A
THIRD Reynolds Empson Moody Nikolas	Basal--Patchwork, pg.42 Mufaro, pg.171 M.L. King Books Weekly Reader Book Unit Arts, Music	Basal--Horse, pg.134 Cinco de Mayo Books	Keepers of the Earth Speakers Books Weekly Reader Library Unit	Origami Guest Speaker Basal--Origami, pg.110 Yeh Shen, pg.141 Haiku S.S.--China Book--Sadako Crane		Songs Dances	
FOURTH Fierke Piercy Schmidt Brooks	Basal--M. Anderson, pg362 Justin, pg.441 Thez Lead the Way--women M.L. King--play Posters Biographies Unit--King; books, play, poetry, week unit Weekly Reader What's in the News--t.v. Ditto sheets Nebraska Day	Basal--Clements Unit--Christmas Around the World; La Placeda, Pinata (food, tasting, map, flags); week unit Mexican Independence Day Cinco de Mayo Nebraska Days	Grandparent Day--study legends, grandparents, display heritage items Video--Benny's Flag, Alaska Books 8 week Unit Plains Indians and legends Food from geographical area Nebraska Day Maps, artwork Speakers Posters, Xerox materials Astronaut	Basal--Boy of 3 Year Nap, pg.131 Christmas Around the World Story--Year of Boar and Jackie Robinson Chinese New Year Writing styles--haiku Origami Books Writing Food Folk Tales		Songs Dances	Zen G Weavi Sand
LIBRARY	Trickster Tales -- all	Trickster Tales -- all	Trickster Tales -- all	Trickster Tales -- all			

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CHADRON MIDDLE SCHOOL

This information was compiled from the teacher survey forms.

MULTI-CULTURAL INFO

Special Ed:

Program on how it feels to be LD. Cropp
Discuss negatives used in our everyday language.
Discuss Indian Holidays and customs as they come up on the calendar.
Discuss ethnic holidays as they appear on the calendar.
Encourage those of ethnic backgrounds to share their customs and culture with the class.

5th Grade:

Weekly Reader:
The Weekly Reader current events articles often involve multi - cultural awareness and the needs of disabled individuals. In the fifth grade classrooms we teach one period a week with the Weekly Reader in either of the subject areas of Science or Social Studies.

Reading:
Novels read by the class, House of Dies Drear, and Roll of Thunder, Hear My Cry, are both stories of black families. They deal with prejudice, segregation, etc. These are discussed in class and are related to our minorities in our area and their/our problems with discrimination, prejudice, etc.

Books read to the class:
Number the Stars about Jews in Denmark
The Star Fisher Chinese American
Underground Railroad black family moving to Ohio

Language Arts:
Native American points of view are discussed as they relate to our reading and writing of fables, folklore, etc. Nancy Swiftbird reads and discusses a book, Who Speaks for Wolf, with the class.

Music:
Jazz Unit Black American contributions.
Negro Spirituels.

Science:
Voyage of the Mimi:
The Science 9 Week unit Voyage of the Mini introduces the students to a crew of seven; one is old, one is young, one is black, one is Spanish and one is deaf. The students are introduced to sign language, observe a deaf crew member communicate with other crew members, and we visit Gallaudet College, a liberal arts college for the deaf, by video.

Health:
Chapter 1 of the text covers different races and prejudice.
Follow My Leader a blind boy with a seeing eye dog story.

Social Studies:
Unit One deals with American people.
Unit Two deals with early explorers, Chinese, Viking, Portuguese, Spanish, and the Indian tribes in North and South America.
Unit Three and Four Deal with other explorers English, French, Dutch, and the American Indian.

6th Grade:

Reading:
The Read Magazine which is read each week often deals with multi-cultural issues.

Literature:
Uses books such as;
A Wrinkle in Time emphasizes relations with people who are "different."
Cooperative learning promotes working together regardless of culture.
Discussions stress tolerance, understanding & acceptance of all cultures.

Social Studies:
Constant comparison of the different cultures we are studying to our culture and the ones we've already studied.
Most of the units cover the continents and the people that live there.

Home Economics:

1. Personal Development Unit- individual family heritage.
2. Child Development Unit- special needs or disabilities of children you may babysit for.
3. Aids Unit.

* Access to a handicap kitchen lab unit

Math:

Cooperative learning promotes good working relationships between students of different cultures.

Science:

We incorporate how various cultures viewed the world and how different areas are dealing with the earth's enviornmental problems.

7th Grade:

Geography:

Each unit deals with a culture other than the U.S. covering a wide range of divergent cultures - especially, but not exclusively, those of the 3rd world, urban vs. rural, western & eastern etc.
Every unit covers a range of cultures.

Computers:

In computers we discuss using computers to help people with disabilities. We talk about using computers for communication. How blind people use computers is discussed. Also we talk about robotics and disabilities.

English - Reading:

The students read a variety of multi - cultural novels:
<u>About the Bnai Bagels</u> (Jewish)
<u>Outsiders</u> (eastern U.S. ganglife)
<u>Pigman</u> (N.Y. - probably mentally handicapped man)
<u>Number the Stars</u> (Denmark during Nazi occupation)
<u>Shiloh</u> (Virginia back - country story)
<u>Canyons</u> (New Mexico & Native American Cultures today & in the 19c.
The students often read novels that depict people with special needs

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& with a variety of cultural backgrounds.

Math:
Maya Math deals with base 20 used by the Maya people.

Science:
We cover a 9 week Program Voyage of the Mimi II, in which the students are introduced to a black and a Mexican scientist. They are also made aware of disabilities with the scuba diver who lost a leg to cancer and she shows the students how to put the artificial leg on. The text also introduces in each chapter a new career in which a variety of cultures are represented.
We also discuss many famous scientist that are from a variety of cultures.

Home Economics:
1. Food and Nutrition Unit- Italian foods.
* Access to a handicap kitchen lab unit

8th Grade:

American History:
The incorporation of various cultures is brought about through the study of each period of U.S. history. Notable individuals are discussed as they fit into a particular period. The course looks at America as being a diverse country which has gone through changes, both good & bad, with regards to different groups of people. There is a focus on the strength of this country coming from this diversity. There is no "minority group of the week" approach which is a very insensitive way of dealing with this topic.

Spanish:
Promotes understanding of Hispanic Culture. Also deals with appreciation of citizens of all cultures by emphasizing the importance of language and social values of different countries.

Home Economics:
1. Family Relationship Unit- individual family heritage

- special needs or disabilities of family members & how that effects the family as a whole.

2. Food and Nutrition Unit- Interdisciplinary unit with Mrs. Gray which includes preparing tacos from a Spanish recipe.

* Access to a handicap kitchen lab unit

Science:
In Earth Science we discuss where it is pertinent how the use of various earth materials are or have been used by other cultures. We incorporate how various processes on Earth have effected areas of the world and played a role in the culture of an area.

Health:
Mental Health
Teenage
Tobacco
Alcohol
Drugs

Channel One -

CHADRON HIGH SCHOOL

MULTI-CULTURAL AWARENESS
CHADRON HIGH SCHOOL

	DEVELOP KNOWLEDGE OF CULTURAL GROUPS	PROMOTE RECOGNITION OF CULTURAL DIVERSITY	PROMOTE ATTITUDES OF ACCEPTANCE	DEVELOP ANTI-BIAS SKILLS AND BEHAVIORS	GRADE LEVEL	DESCRIPTION
APPLIED ARTS	X	X	XX	X	9-12	DISCUSS FOOD CULTURES; RELATIONSHIP WITH OTHERS; WORK AREA DISCRIMINATION THE NEED FOR ALL TO WORK AS A TEAM; DISCUSS UNDERSTANDING RELATIONSHIPS, COMMUNICATION SKILLS, AND PROBLEM SOLVING TECHNIQUES; UNDERSTANDING DIFFERING BACKGROUNDS; UNDERSTAND JOB INTERVIEW QUESTIONS CONCERNING RACE, CREED, ETC.; UNDERSTANDING OVERSEAS JOBS, FOREIGN BUSINESS; AND REALIZING FOREIGN ETIQUETTE.
FINE ARTS	X	XX	XX		7, 9-12	MUSIC AWARENESS THROUGH VIDEOS, LECTURES, MUSIC LISTENING EXAMPLES; ART HISTORY THROUGH THE EYES OF VARIOUS CULTURES; GENDER SENSITIVITY; THE CHANGING ROLES OF CULTURAL ARTISTS.
FOREIGN LANGUAGES	X	X	X	X	9-12	CULTURAL AWARENESS THROUGH NOTES DISPLAYS, VIDEOS, AUDIOS, TEXTS, WORKBOOKS, REPORTS, TELEPHONE CONVERSATIONS, AND ACTIVITIES; RECOGNIZING AND ACCEPTING DIVERSITY BY INCREASING KNOWLEDGE.

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LANGUAGE ARTS	XX	XX	XXX	XX	9-12	DISCUSSING FICTIONAL BIASED SITUATIONS AND APPLYING REAL WORLD SITUATIONS; UNDERSTANDING BIASED BEHAVIORS; UNDERSTANDING HOW TO ACT IN AN ANTI-BIASED MANNER; READING MULTI-CULTURAL WORKS; RESEARCHING FAMILY BACKGROUNDS FOR CULTURISM; DISCUSSING SEXUAL BIASES; TRYING TO GAIN AN UNDERSTANDING OF WHAT IS REQUIRED IN ANTI-BIASED BEHAVIOR; WRITING REACTIONS; DEBATING RIGHT OR WRONG IN BIASED BEHAVIORS; READING, DISCUSSING, AND REACTING TO WORKS; PROMOTING NON-BIAS ATTITUDES TOWARD ALL CLASSMATES.
MATHEMATICS		X	XX		9-12	AWARENESS OF DIFFERENT CULTURES THROUGH STORY PROBLEMS; PROMOTING GENDER ANTI-BIAS IN MATHEMATICS; ACCEPTANCE OF MINORITIES IN "TYPICAL" WHITE MALE ROLES; PROMOTION OF "ATTITUDES OF ACCEPTANCE" IN INTERPERSONAL PEOPLE SKILLS.
SCIENCES			X	X	9-12	PROMOTION OF SCIENCES FOR MINORITIES; AWARENESS OF OPPORTUNITIES FOR ALL.
SOCIAL STUDIES	X	X	X	X	9-12	COMPUTER WORK, LECTURES, OUTSIDE INFORMATION, AND CURRENT EVENTS COVERING MULTIPLE RELIGIONS, LANGUAGES, ARCHITECTURE, DIETS, ETC.
SPECIAL EDUCATION	X	X	X	X	9-12	READ, DRAW, DISCUSS AND RESEARCH VARIOUS BOOKS, STORIES AND BOARD DISPLAYS.

GUIDE FOR FILING DISCRIMINATION COMPLAINTS WITH FEDERAL AGENCIES REGION VII

1. U.S. Equal Employment Opportunity Commission (EEOC)
   911 Walnut Street, 10th floor
   Kansas City, MO 64106
   Phone: (816) 426-5773

   Areas: Employment/Disabilities/Age/Equal pay

2. U.S. Department of Education/Office of Civil Rights
   10220 North Executive Hills Blvd.
   Kansas City, MO 64153
   Phone: (816) 891-8026

   Areas: Education - Elementary, Secondary, Post Secondary

3. U.S. Department of Health and Human Services
   Office of Civil Rights
   601 East 12th Street
   Kansas City, MO 64106
   Phone: (816) 426-7277

   Areas: Access to Social Services

4. U.S. Department of Housing and Urban Development
   Gateway Tower II
   400 State Avenue
   Kansas City, KS 66101-2406
   Phone: (913) 551-6993

   Areas: Housing, Rentals, Bank Loans

5. U.S. Department of Labor
   Office of Federal Contract Compliance
   911 Walnut Street
   Kansas City, MO 64106
   Phone: (816) 426-5384

   Areas: Employment, Wage and Hour

U.S. COMMISSION ON CIVIL RIGHTS
Central Regional Office
911 Walnut Street, Room 3103
Kansas City, MO 64106

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, $300